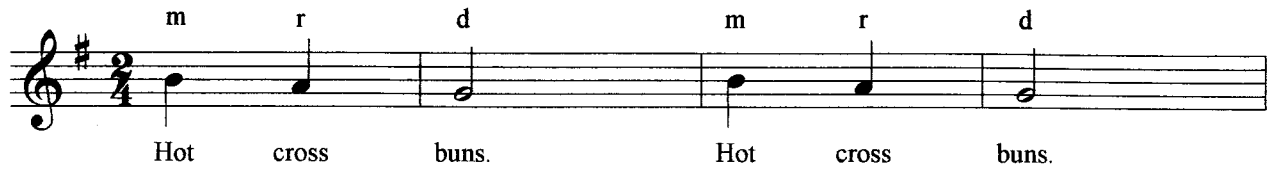


Hot Cross Buns



HOT CROSS BUNS

SINGING

Sing the song using voices and solfa hand signals. (Use both hands)

MI – forehead level, RE – nose level, DO – chin level

Hot Cross Buns (mi re do)

Hot Cross Buns (mi re do)

One a penny, two a penny (do do do do, re re re re)

Hot Cross Buns (mi re do)

Sit facing a partner and play and sing the hand sign game.

The solfa syllables can be introduced as a new verse to the song when the song and hand signs are learned.

Play with using different parts of the body to act out the melody pattern of the song. For example you could use shoulder, elbow, wrist. You could use head, waist, toes to go along with the melody. Be sure to sing!

For older students, a counter melody can be learned. It is sung at the same time as the original tune.

Sol (high) Sol(low) Do

Hot Cross Buns

Sol (high) Sol(low) Do

Hot Cross Buns

Sol(high) Fa Mi Re Do Re Mi Fa

One a penny, two a penny

Sol(high) Sol(low) Do

Hot Cross Buns

PLAYING

Play this song on the recorder.

B A G

B A G

G G G G A A A A

B A G

Divide students in half. One group plays the song on recorders. One group sings and uses hand signs. Switch groups and repeat the song.

A harmony part for recorders could be:

G A B

G A B

B B B B A A A A

G A B

CREATING

Divide students into groups. Try some different arrangements of the song.

Have students put together a composition repeating phrases or putting the phrases in a different order. Have them notate their compositions with traditional notation.

LISTENING

Students in groups have made compositions of Hot Cross Buns. Have students perform for each other. What did they notice about the tempo or dynamics of the composition?

CURRICULUM INTEGRATION – Language, Social Studies- Change the words to create new verses. Begin by changing just one word. What other kind of buns could we sing about? (Hot Dog Buns) Discuss history of song. Visit a bakery.